



Dyslexia - Specific learning disability (1)

Dyslexia manifests itself in difficulties in reading. Reading is slow, labored, non-fluent, with fewer mistakes, or, on the contrary, fast, hurried, with increased errors. Children with dyslexia also have problems with the intonation and melody of sentences (monotonous reading), and mismanage their breathing. They sometimes repeat the beginning of words, skip lines and find it difficult to navigate through the text. Typical specific mistakes are made in reading, leading to misreading and even twisting words.

SLOW, LABORIOUS READING WITH FEWER MISTAKES OR, CONVERSELY, FAST READING WITH MORE MISTAKES

- Respect for individual work tempo, which may be varied. If necessary, increase the time allotment for working with the text, or the texts can be shortened.
- Use specially adapted texts for reading (dyslectic texts).
- You can also work with more conventional text, which you can modify as needed. You can enlarge it, change the font, print it on pink-coloured paper, etc. It depends on the pupil's needs. It is good to start with short texts that are made up of short, simple sentences. Make reading easier for the pupil by repeating the same words in the text. The text should be structured and clearly delineated.

SUBSTITUTIONS OF SIMILAR LETTERS: B-D-P; M-N; A-E

- The pupil needs more time to master the letters. Use a multisensory approach so that the pupil perceives the letters with all his senses. Write the letters together in flour, and sand, model them with modeling clay, etc.
- Make picture cards of the two problematic letters and allow the pupils to use them until they are fully fixed. Pupils circle the pairs of letters, look them up in magazines, folding alphabet, etc.

OMITTING OR ADDING LETTERS, SYLLABLES, GUESSING WORD ENDINGS

- For guessing words and endings it is necessary to train visual perception - analysis and synthesis, figure and background, right-left orientation, and tasks coordinating motor activity and perception.
- Present the pupil with a more graphically challenging text to read, e.g. printed in different fonts, without pictures. The print is in one colour.
- We reinforce letter shapes with the pupil. We use a variety of aids e.g. letters made of different materials, letter painting etc.



Dyslexia - Specific learning disability (2)

PROBLEMS IN UNDERSTANDING AND INTERPRETING THE TEXT READ

- Read the text aloud to the child first and then talk about what the text was about. This makes it easier for the pupil to understand the content of the text.
- When you first read the text, take turns with the pupil - one sentence by the child, one sentence by you, and so on until the end of the text.
- Read heavier or longer words together with your pupil quietly and at a slow speed. Adapt to the pupil's reading speed.
- Focus on difficult words. Look for them in the text with your pupil and read each word together several times. You can also read them as an adult.

OMITTING DIACRITICAL MARKS

- We will use paper or plastic strips with prescribed words/sentences without diacritical marks. Pupils then fill in only the missing diacritical marks above the given letters. We can use short text in the same way.
- Colour coding method. In the printed text, the pupil wraps the hooks in colour.
- The pupil should write the diacritical marks immediately, at the moment of writing the letter.

INCORRECT READING TECHNIQUE E.G. DOUBLE OR SILENT READING

- Use the arching method. Use a pencil to draw arcs under the word corresponding to the syllables of the words.
- Reverse the incorrect double-reading technique by syllabifying aloud. However, knowledge of the individual letters is a prerequisite for success.



Dyslexia - Specific learning disability (3)

READING

Comprehension
and text search
problems

The problem with
learning a foreign
language

Making specific
mistakes

COMUNICATION

Inaccurate
understanding of
speech

Awkward
expression

Problems in
understanding
instructions

SOCIAL IMPACTS

Fear of reading
aloud in front of
other people

Low self-
confidence

Problems with not
meeting adult
expectations

ORGANISATION

Difficulties in
organising yourself
and your work

Lack of orientation
in time and space

Problems with
concentration

COMORBIDITIES

Sometimes
associated with
other specific
learning
disabilities, ADHD,
Autism Spectrum
Disorders (ASD)
and other



Annex for Dyslexia - Specific learning disability

ANNEXES / ADDITIONAL MATERIALS

- <http://www.naucsecist.cz/>
- <https://spellwizards.co.uk/primary-school-spelling-app>
- <https://www.golexic.com/>
- [Tablexia](#)
- <https://www.vcelka.cz/>

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WANT TO KNOW MORE SECTION

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- <https://dyslexiaida.org/dyslexia-basics/>
- https://www.youtube.com/watch?v=LYd5_LYJKwE